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*State maintenance for students preparing to teach.*—Numerous methods have been suggested of late for inducing men and women to enter the teaching profession. Among them the possibility of state maintenance of teachers in training has received wide consideration. Dr. Walter Scott Hertzog recently made a detailed study of this problem and published his results in a small but comprehensive report.<sup>1</sup>

In the first chapter of the report the author reviews the teacher-shortage situation and points out the fact that since the state has assumed control of education it should also assume the responsibility for teacher-training. Chapter ii reports an analytical survey of conditions which may justify additional aid for prospective teachers. The fact is pointed out that the cost of professional preparation is too great at the present time and the salaries too low to justify teachers in choosing a professional career. Chapter iii describes plans for recruiting the profession through financial assistance which are in use in the United States and Europe. The discussion shows clearly that state assistance has been tried in a surprisingly large number of places. In partial support of state aid in education, chapter iv describes methods of recruiting other occupations and professions through financial support. The concluding chapters of the book discuss in detail the advantages and disadvantages of subsidies for teacher-training as an element in recruiting the profession. In his summary of conclusions it is evident that Dr. Hertzog has been more strongly influenced in his thinking by the advantages than by the disadvantages. Inasmuch as subsidies have worked out unsatisfactorily in many places, the disadvantages should be very carefully considered before the plan is more widely adopted. In conclusion it should be said that the materials of this book are well organized, clearly presented, and, in the main, impartially treated. Without doubt it is the most comprehensive discussion of the problem available.

WILLIAM S. GRAY

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*The teaching of arithmetic.*—The gradual modification of methods through continuous efforts at improvement makes it desirable from time to time to draw up a complete statement of the newer proposals for any given subject. This statement then becomes, first, a subject of discussion and critical study; second, a stimulus to extensive experiments with the new methods presented; and, finally, to a greater or less degree, an accepted body of practice. A recent book<sup>2</sup> by Professor Thorndike gives such a treatment to the subject of arithmetic.

The book consists of the application of recent experimental psychology and education to the problem of specific methods of teaching arithmetic. The

<sup>1</sup> WALTER SCOTT HERTZOG, *State Maintenance for Teachers in Training*. Baltimore: Warwick & York, 1921. Pp. 144.

<sup>2</sup> EDWARD LEE THORNDIKE, *The New Methods in Arithmetic*. Chicago: Rand McNally & Co., 1921. Pp. viii+260.